DOCUMENT RESUME

ED 356 913 RC 019 069

TITLE	Cree Language and Culture 10, 20, 30: Program of Studies.
INSTITUTION	Alberta Dept. of Education, Edmonton. Language Services Branch.
REPORT NO	ISBN-0-7732-0791-0
PUB DATE	92
NOTE	29p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	American Indian Education; *American Indian Studies; *Cree; *Cultural Education; Curriculum Guides; Foreign Countries; High Schools; High School Students; Language Acquisition; *Language Proficiency; *Native Language Instruction; School Community Relationship; Second Language Programs
IDENTIFIERS	Alberta; *Cree (Tribe); *Cultural Preservation

ABSTRACT

This curriculum guide outlines a program designed for Cree high school students in Alberta, Canada to study their Native language and culture. The curriculum is also appropriate for non-Native students. The first part of the guide, concerning philosophy and rationale, discusses the history of the Cree language and culture, stressing the importance of preserving Native culture through language. In the second part, general learner expectations are listed, including experience using the language, knowledge about language and language learning, and culture. In the third part of the guide specific learner expectations are detailed. Specifically, students will: (1) use the Cree language in situations where the Cree culture is explicit or implicit; (2) demonstrate an ability to apply general knowledge about language and language learning to their learning of the Cree language; and (3) demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values. The specific learner expectations are divided into 3 levels of proficiency (10, 20, 30) that move students from the skills required to interact in controlled or predictable situations to those requiring more spontaneous interaction. The cultural component of the program includes Cree values and emphasizes traditional practices such as story-telling and respect for Elders. The program also reflects the seasonal and cyclical nature that is manifested in Cree cultural beliefs and customs. The curriculum is community-based and promotes the involvement of Elders and community leaders in program delivery. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356913

CREE

LANGUAGE AND CULTURE 10, 20, 30:

PROGRAM OF STUDIES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gérard Bissonnette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

RC019069

ALBERTA EDUCATION
1992

BEST COPY AVAILABLE

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Language Services.
Cree language and culture 10, 20, 30 : program of studies.

ISBN 0-7732-0791-0

1. Cree language -- Study and teaching (Secondary) -- Alberta. I. Title.

PM989.A333 1992 497.973

Copyright © 1992, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

CONTENTS

ACKNOWLEDGEMENTS v

A. PHILOSOPHY AND RATIONALE 1

What Does the Cree Language Mean to the Cree People? 1

History of the Cree Language and Culture 1

Revival of the Cree Language and Culture 1

What Does the Program Look Like? 2

Outcomes 2

B. GENERAL LEARNER EXPECTATIONS 3

C. SPECIFIC LEARNER EXPECTATIONS 4

Required and Elective Components 4

Learner Expectations –
Cree Language and Culture 10, 20, 30 5

ACKNOWLEDGEMENTS

This program of studies was developed through the cooperative efforts of many individuals whose contributions are gratefully acknowledged.

Mary Anderson	Elder
Eva Beretti	Counsellor, Edmonton Catholic School District
Alice Bernard	Elder
Mary Collins	Supervisor of Native Programs, Northland School Division
Elaine Harasymiw	Program Manager, Second Languages, Language Services Branch, Alberta Education
Delphine Memnook	Assistant Supervisor of Native Programs, Northland School Division
Mitsuko Oishi	Consultant
Bernadette Pard	Blackfoot Curricular Assistant, Language Services Branch, Alberta Education
Aldina Piche	Counseller, Edmonton Catholic School District
Florence Poorman	Elder
Lena Russel	Teacher, Cardston School Division
John Sokolowski	Program Manager, Bilingual Programs/Native Languages, Language Services Branch, Alberta Education

Special acknowledgement is given to the main developer of this program of studies – **Susie Seguin**, Teacher, Edmonton Catholic School District.

Special thanks are also extended to the editors of this document, Helen Czar and Anita Jenkins, and to the word processor operator, Victoria Zukiwsky, for their contribution to the production of this publication.

CREE LANGUAGE AND CULTURE 10, 20, 30: PROGRAM OF STUDIES

A. PHILOSOPHY AND RATIONALE

What Does the Cree Language Mean to the Cree People?

To the Cree, as to most ethnic and cultural groups, their language is more than a form of communication. Language is inextricably linked with beliefs and customs.

Traditionally, Cree Elders were story tellers who amused and educated listeners for hours by telling repeated versions of Cree stories using humour, analogy and dramatization. In this way, the history, knowledge, values and sacred beliefs of the Cree-speaking nations have been transmitted from generation to generation for thousands of years. The oral tradition is the link among generations past and present, and those who are yet to be born.

The Cree language is the medium for passing down culture; but it is also the essence of the culture. The Cree language expresses a lifestyle and a world view. It expresses the Cree people's spiritual relationship with nature, with others and with the Creator. The Cree language is central to Native identity, family bonding and kinship ties. It is also central to traditional Cree skills such as negotiating and reaching consensus. Therefore, the Cree language offers significant and profound insights into the Cree culture.

History of the Cree Language and Culture

Various events, past and present, have progressively eroded the Cree language and culture. Social and economic upheaval, beginning with European contact, brought many changes for the Cree-speaking nations. Formal schooling programs tended to separate children from their families and strictly prohibit communication in the Cree language. Because of this separation of the Cree people from their language and culture over time, most Native youth today have little or no knowledge of the Cree language and culture. Many Native children do not speak the Cree language at home. This is a serious concern to most of the Elders in Cree-speaking communities.

Revival of the Cree Language and Culture

The Cree, in searching for their traditional values and culture, have come to realize the importance of relearning, renewing and reviving the Cree language and culture. Many Native people and Native organizations are now interested in establishing Cree language programs in schools.

In response to these interests and needs, Alberta Education has worked with Cree communities to produce a Cree 10, 20, 30 program for Alberta high schools. This program will provide students with opportunities to study Cree language and culture and in doing so help the Cree language and culture to flourish once again.

What Does the Program Look Like?

The program states goals and objectives for developing Cree language skills, cultural knowledge and cultural attitudes. The cultural component of the program includes Cree values and emphasizes traditional practices such as story-telling and respect for Elders. The program also reflects the seasonal and cyclical nature that is manifested in Cree cultural beliefs and customs.

The curriculum is community-based. The teachers are expected to work closely with the community of parents and Elders, and to involve Elders and community leaders in the delivery of the program. Elders and community leaders will act as advisors and provide direction and guidance to facilitate the learning of the language and cultural content.

In this program, the broad objectives are called "general learner expectations" to emphasize the importance of the learner. The student's development of Cree language proficiency occurs through experience. In other words, the learner must use the language in order to learn it. In this program, proficiency in the Cree language includes knowledge of culture, awareness of attitudes that encourage "Nativeness" and knowledge of language learning.

The specific learner expectations describe what communicative skills and attitudes students should acquire, and what general knowledge they should have of the Cree language and language learning. It is expected that teachers will relate these expectations to real-life experiences that are explicitly or implicitly cultural. The language expectations should not be met by teaching and evaluating language skills and knowledge separately from cultural learning.

The teacher should adapt the expectations for cultural learning in this program to suit the community's circumstances, conditions and needs.

Outcomes

This senior high school Cree language and culture program will help students in several ways. First, Cree students today need to be reacquainted with their culture. As well, language is a powerful medium for expressing oneself; it is an important instrument in developing self-awareness and identity, which is the first step in any kind of personal growth. Equally important is the need to foster positive attitudes, which also promote self-awareness and self-esteem. By focussing on the Cree language and culture through this program, students will further appreciate and value their Cree heritage and identity. Traditionally, it was through language that the Cree maintained strong bonds with family, tribal kin and nature. It is hoped that the Cree children of today will be able to develop a social cohesiveness and feel a sense of belonging as they learn their language. The Cree-speaking people, both Indian and Metis, wish to define their identity as a distinct people further by maintaining their language and culture.

The knowledge and skills provided by the Cree language and culture program will have practical value as well. As more emphasis is placed on Native communications and culture, there will be job opportunities in this area. And, credit in the program can be used to fulfill the second language entrance requirement of many colleges and universities.

The program has potential beyond the significant benefit it will provide to individual students. The Cree world view, essentially coexistence in harmony with nature, is suddenly of interest to many of us who are concerned about environmental issues. Similarly, there is a place in the world for the Cree values of giving, sharing, cooperation and humility. These Cree teachings, whether transmitted by Elders to young people, or from Cree to non-Cree, could help to promote and foster greater tolerance and understanding among Albertans.

B. GENERAL LEARNER EXPECTATIONS

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in the Cree Language and Culture Program.

The expectations for this program are:

1. Experience Using the Language

   Students will have experience using the Cree language in situations where the Cree culture is explicit or implicit. In these situations, students will demonstrate the following specific skills and attitudes:

   1.1 An ability to communicate fluently and effectively;

   1.2 An ability to communicate for a variety of purposes;

   1.3 An ability to communicate in a variety of situations;

   1.4 A willingness to adopt and maintain attitudes which foster learning of the language and culture;

   1.5 An ability to interact appropriately in Cree cultural situations.

2. Knowledge about Language and Language Learning

   Students will demonstrate an ability to apply general knowledge about language and language learning to their learning of the Cree language.

3. Culture

   Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values.

C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations on the following pages expand on each of the general learner expectations. They are explicit statements about what students are expected to achieve. The expectations serve as benchmarks to indicate stages in students' development of their language and cultural proficiency.

The expectations move the students from concrete and familiar knowledge to more abstract and applied knowledge. They also move the students from the skills required to interact in controlled or predictable situations to those requiring more spontaneous and creative interaction.

REQUIRED AND ELECTIVE COMPONENTS

The instructional time for the Cree 10, 20, 30 program is to be allocated as follows:

- 80% required component
- 20% elective component.

The **required component** of the program consists of all the language and cultural expectations outlined in the program statement.

The **elective component** of the program consists of language and cultural expectations which permit the teacher to:

- remediate or reinforce skills, concepts and attitudes from the required component
- extend or enrich the program to meet particular student or Cree community interests
- meet the instructional needs of minority students, who may be either students whose first language is Cree or students learning Cree as a second language.

LEARNER EXPECTATIONS - CREE LANGUAGE AND CULTURE 10, 20, 30

Cree Language and Culture General Learner Expectation 1: Experience Using the Language

Students will have experience using the Cree language in situations where the Cree culture is explicit or implicit. In these situations, students will demonstrate the following specific skills and attitudes:

Cree 10	Cree 20	Cree 30
1.1 Students will be able to communicate in language experiences that have these attributes: • topics are familiar and interesting to the students • actions and language are predictable, structured and/or repetitive • body and verbal language are informal • audience is sympathetic, and speakers speak clearly • cultural content and activities are related to the Cree 10 program.	1.1 Students will be able to communicate in language experiences that have these attributes: • topics are familiar to the students • actions and language are predictable or routine • information and interaction is less structured • body and verbal language are informal • audience is sympathetic, and speakers speak clearly • cultural content and activities are related to the Cree 20 program.	1.1 Students will be able to communicate in language experiences that have these attributes: • topics are varied • situations are predictable • situations are unstructured • formal language (speeches, counselling and prayers) is used in a limited number of situations • audience is neutral, and speakers speak naturally • cultural content and activities are related to the Cree 30 program.
1.2 Students will be able to communicate in language experiences by: • understanding and producing simple words, phrases, sentences and expressions appropriate to the social and cultural context • emphasizing meaning rather than form • using appropriate body language • displaying poise and animation.	1.2 Students will be able to communicate in language experiences by: • understanding and producing simple words, phrases, sentences and expressions appropriate to the social and cultural context • paying attention to meaning as well as to accuracy of form • using appropriate body language • displaying poise and animation.	1.2 Students will be able to communicate in language experiences by: • understanding and producing complex sentences and expressions appropriate to the social and cultural context • paying increasing attention to accuracy of form • displaying poise and animation.

Cree Language and Culture General Learner Expectation 1: Experience Using the Language (cont'd)

Students will have experience using the Cree language in situations where the Cree culture is explicit or implicit. In these situations, students will demonstrate the following specific skills and attitudes:

Cree 10	Cree 20	Cree 30
1.3 Students will be able to communicate in different language situations to achieve the following purposes: • asking questions and giving simple answers • understanding and giving directions • understanding and producing descriptions • understanding and giving commands • understanding and expressing straightforward feelings and attitudes • understanding simple oral and written texts on familiar topics, in the form of narratives, legends and myths, short stories, anecdotes, prayers, songs and poetry • writing short, simple compositions in the form of letters, poetry, songs, prayers, short stories, narratives and descriptions.	1.3 Students will be able to communicate in different language situations to achieve the following purposes: • requesting and reporting information • initiating discussion • providing simple explanations • engaging in limited social conversation • meeting routine needs • understanding and expressing straightforward feelings and attitudes • understanding simple oral and written text on somewhat unfamiliar topics, in the form of legends and myths, short stories, anecdotes, narratives, prayers, songs, poetry, Cree radio and other media forms • writing compositions of increasing complexity, length and content, in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, family histories, autobiographies, simple reports.	1.3 Students will be able to communicate in different language situations to achieve the following purposes: • discussing • discussing and seeking consensus • solving problems • exploring and evaluating ideas critically • providing insight • brainstorming • understanding and expressing increasingly subtle and complex feelings and attitudes • understanding oral and written texts on unfamiliar topics, in the form of legends and myths, short stories, narratives, prayers, songs, poetry, Cree radio and other media forms and Elders' talk (history, legends, counsel) • writing a variety of compositions of increasing complexity, in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, oral histories, transcriptions of legends and oral prose, biographies, reports and short essays.
1.4 Students will demonstrate a willingness to adopt and maintain attitudes which foster learning of the language and culture. In language experiences appropriate for Cree 10, students will: • take risks in attempting to understand others • take risks to communicate with others • tolerate some ambiguity or uncertainty in their own minds and in the minds of others • maintain a sense of humour.	1.4 Students will demonstrate a willingness to adopt and maintain attitudes which foster learning of the language and culture. In language experiences appropriate for Cree 20, students will: • take risks in attempting to understand others • take risks to communicate with others • tolerate some ambiguity or uncertainty in their own minds and in the minds of others • maintain a sense of humour.	1.4 Students will demonstrate a willingness to adopt and maintain attitudes which foster learning of the language and culture. In language experiences appropriate for Cree 30, students will: • take risks in attempting to understand others • take risks to communicate with others • tolerate some ambiguity or uncertainty in their own minds and in the minds of others • maintain a sense of humour.

Cree Language and Culture General Learner Expectation 1: Experience Using the Language (cont'd)

Students will have experience using the Cree language in situations where the Cree culture is explicit or implicit. In these situations, students will demonstrate the following specific skills and attitudes:

Cree 10	Cree 20	Cree 30
1.5 Students will demonstrate awareness of and respect for the courtesies of interaction (e.g., knowing when to speak, listen, how to use humour) in language experiences appropriate to Cree 10.	1.5 Students will practice the courtesies of interaction in language experiences appropriate to Cree 20.	1.5 Students will practice the courtesies of interaction in language experiences appropriate to Cree 30.

Cree Language and Culture General Learner Expectation 2: Knowledge about Language and Language Learning

Students will demonstrate an ability to apply general knowledge about language and language learning to their learning of the Cree language. (The teacher will aim for initial exposure to grammar and work toward mastery over time.)

Cree 10

2.1 Students will demonstrate an understanding of the Cree linguistic code and an ability to use it to increase accuracy of communication:

- phonology: students will demonstrate knowledge of the basic sound system of Cree, focussing on vowels and consonants not found in English
- grammar: students will demonstrate knowledge of the following grammatical elements as they apply to words and sentences they have learned in language experiences:
  - nouns: animate and inanimate, singular and plural dependent nouns
  - pronouns: demonstrative, singular and plural, personal pronouns, address forms
  - locatives and prepositions
  - common question forms
  - verbs: animate and inanimate, transitive and intransitive, imperative, singular and plural persons, present tense, indicative and inverse, subjunctive, past tense, future tense, transitive with direct object
  - negative and affirmative
  - reflexive forms
- lexicon: students will be able to use words while expressing themselves and receiving information in language experiences appropriate for Cree 10 (content words, functions, notions)
- literacy: students will be able to associate Cree sounds with a preferred orthography (either Roman or Syllabic) while expressing themselves or receiving information in the form of words, phrases and simple sentences (vowels, consonants, syllables, intonation, glottal stops).

Cree 20

2.1 Students will demonstrate an understanding of the Cree linguistic code and an ability to use it to increase accuracy of communication:

- phonology: students will begin to study phonological changes in word stems. This study will be based on words already learned:
  - various noun stems
  - various verb stems
- grammar and syntax: students will begin to rely on their knowledge of grammatical elements to increase accuracy in communication. In addition to becoming increasingly familiar with the grammatical elements from Cree 10, students should become familiar with the following:
  - comparatives
  - reflexives
  - indirect objects
  - conditionals
  - other more complex verb tenses
- lexicon: students will be able to use words with increasing accuracy while expressing themselves and receiving information in language experiences appropriate for Cree 20 (content words, functions, notions)
- literacy: students will be able to associate Cree sounds with a preferred orthography (either Roman or Syllabic) with increasing speed and accuracy, while expressing themselves or receiving information in the form of words, phrases and simple sentences.

Cree 30

2.1 Students will demonstrate an understanding of the Cree linguistic code and an ability to use it to increase accuracy of communication:

- grammar, syntax and phonology: students will continue the study of the elements of Cree 10 and 20 grammar, syntax and phonology, and consistently apply this knowledge with increasing accuracy in communication situations
- literacy: students will be able to associate Cree sounds with Roman and Syllabic orthographies with increasing speed and accuracy, while expressing themselves and receiving information in the form of sentences or paragraphs
- lexicon: students will be able to use words with increasing accuracy while expressing themselves and receiving information in language experiences suitable for Cree 30 (content words, functions, notions)
- students will demonstrate awareness and appreciation of the Cree oral tradition and effective Cree oral communication styles.

Cree Language and Culture General Learner Expectation 2: Knowledge about Language and Language Learning (cont'd)

Students will demonstrate an ability to apply general knowledge about language and language learning to their learning of the Cree language.

Cree 10	Cree 20	Cree 30
2.2 Students will demonstrate an ability to use basic strategies to derive or communicate meaning: • watch and listen for clues to meaning in context by: - identifying familiar words, phrases or expressions - identifying what is familiar about context • construct meaning by: - identifying or expressing purpose or main idea - recognizing logical and temporal sequence • guess the meaning on the basis of what they can understand or recognize • recognize when others do not understand • use expressions to show lack of understanding • use appropriate methods to complete a message: e.g., use the first language, get help, use alternative words or phrases.	2.2 Students will demonstrate an ability to use basic strategies to derive or communicate meaning: • watch and listen for clues to meaning in context by: - identifying familiar sentence structures • construct meaning by: - identifying or expressing main ideas and supporting ideas - summarizing or outlining - using temporal and logical sequence • guess the meaning on the basis of what they can understand or recognize • recognize when others do not understand and attempt to re-establish communication • use appropriate methods to complete a message when they do not know certain words or phrases: e.g., use alternative words or phrases, break message into smaller parts.	2.2 Students will demonstrate an ability to use basic strategies to derive or communicate meaning: • watch, listen and read for clues to meaning in context • construct meaning by: - recognizing and using metaphors - paraphrasing - translating - making inferences - interpreting • guess the meaning on the basis of information they can understand • ask appropriate and effective questions to get clarification • paraphrase or summarize communications of others to check for understanding • recognize when others do not understand • use appropriate methods to complete a message when they do not know certain words or phrases: e.g., use alternative words or phrases, break message into smaller parts.
2.3 Students will begin to establish personal objectives for a given task and monitor their own learning.	2.3 Students will plan their own learning and monitor their own progress.	2.3 Students will seek opportunities to practise and evaluate themselves.

Cree Language and Culture General Learner Expectation 3: Culture

Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values. (The teacher will choose from the following cultural components in adapting the cultural content to the needs and interests of the community and individual students.)

Cree 10

3.1 **Relationship to the Spirit World**

3.1.1 Ceremonies and Rituals

Students will demonstrate familiarity with Native spirituality as it is expressed and practiced in Native ceremonies and rituals.

Students will demonstrate an appreciation of and respect for Native ceremonies and rituals.

Students will be exposed to a selection of the following rituals and ceremonies either through field trips or in-school spiritual ceremonies. These rituals and ceremonies should be conducted by members of the Cree community.

- prayer and meditation
- pipe ceremony
- feasts and thanksgiving
- memorial service
- sweat lodge and healing
- tobacco and gift giving
- sweetgrass
- tobacco as an offering
- personal quest through fasting
- vision quest
- sundance
- rituals in hunting
- name giving
- sunrise ceremony
- celebration of life's passages (birth, marriage, death, etc.)
- rituals in Christianity
- others.

Cree 20

3.1 **Relationship to the Spirit World**

3.1.1 Ceremonies and Rituals

As a result of continued participation in Native ceremonies and rituals as practiced by the Cree community, students will demonstrate:

- a growing awareness of Native spirituality
- a growing appreciation of and respect for Native ceremonies and rituals.

Cree 30

3.1 **Relationship to the Spirit World**

3.1.1 Ceremonies and Rituals

As a result of continued participation in Native ceremonies and rituals as practiced by the Cree community, students will demonstrate:

- a growing appreciation of and respect for Native ceremonies and rituals
- personal spiritual growth.

Cree Language and Culture General Learner Expectation 3: Culture (cont'd)

Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values.

Cree 10	Cree 20	Cree 30
	3.1.2 Students will demonstrate a familiarity with and an understanding of Native spirituality as it is expressed in recurring or important symbols of the Native culture. To this end, the teacher should choose topics for instruction from the list below. Instruction should involve a community of Cree Elders. • sacred circle • the medicine wheel • the four directions • flags and colours • braided sweetgrass • the eagle feather • selecting a name • ceremonial dress • dance as spiritual expression • honour by song • dance of the northern lights • ownership of the pipe • the eagle lands • the drum • a buffalo skull • Mother Earth • oral stories • contemporary Native art forms • others.	3.1.2 Students will demonstrate a knowledge of the concepts basic to Native spirituality as expressed in Native philosophy and mythology. To this end, the teacher should choose topics for instruction from the list below. Instruction should involve a recognized Cree Elder from the community. • Native philosophy - the order of the universe: respect for life and man's place in the order - the relationship of the whole to its parts · unity and harmony · family and community · body, mind and spirit · earth - linear versus circular - wisdom and Eldership - prophesy, dreams and omens · intuition as a gift - others • Cree mythology - the creation story · genesis · moral values - Wesakechak before the flood - the flood - Wesakechak as a trickster - how plants and animals came to be - others.

BEST COPY AVAILABLE

Cree Language and Culture General Learner Expectation 3: Culture (cont'd)

Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values.

Cree 10

3.2 **Relationship to Nature**

3.2.1 Students will demonstrate an awareness of their immediate natural environment and how it relates to contemporary Cree lifestyles.

To this end, the teacher should choose topics for instruction from the list below.

- natural environment
  - common plants and animals
  - weather and climate
  - topography and terrain
  - time and seasons
  - renewable resources
  - others
- contemporary lifestyles based on the environment
  - planting and harvesting
  - food preservation and preparation
  - seasonal big game hunting
  - wild food gathering
  - hides and tanning
  - fishing
  - trapping
  - small game hunting
  - seasonal social and spiritual gatherings
  - others.

Cree 20

3.2 **Relationship to Nature**

3.2.1 Students will demonstrate an understanding of and appreciation for the Native view that man's survival is dependent on nature and therefore nature should be respected.

To this end, the teacher should choose topics for instruction from the list below. These topics relate to the beliefs and practices of the Cree of long ago. They are beliefs and practices which have ensured their survival and the survival of succeeding generations.

- conservation
  - take only what you need
  - use all that is taken
- rituals and ceremonies
  - showing respect to nature
  - reinforcing a sense of humility
  - others
- working with the forces of nature
  - the elements
  - time and seasons
  - others
- knowledge and skills for survival
  - hunting and gathering
  - preparing hides
  - travel pathways and waterways
  - herbal remedies
  - forecasting weather
  - animal behaviour and characteristics
  - others.

Cree 30

3.2 **Relationship to Nature**

3.2.1 Students will demonstrate an ability to use their understanding of the Native view of nature in examining various contemporary issues.

To this end, the teacher should choose topics for instruction from the list below.

- use of non-renewable resources
- depletion of forests
- pollution
- global warming
- ozone warming
- plant and animal extinction
- land and soil technology such as dams, fertilizers
- forest fires and drought
- others.

Cree Language and Culture General Learner Expectation 3: Culture (cont'd)

Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values.

Cree 10

3.3 Human Relationships

3.3.1 Family and Community

Students will demonstrate knowledge of and an appreciation for the Cree way of relating to others in their family and community.

Students will demonstrate understanding and acceptance of racial and cultural differences among their acquaintances and family.

To this end, the teacher should choose topics for instruction from the list below.

- relationships with family
  - nuclear and extended family
  - responsible relationships: caring, sharing and respect
    - sibling interactions
    - Elders
    - family workers
    - others
  - family fun and recreation
  - cultural activities done as a family: berry picking, hunting, camping
  - working for and with each other: hunting/trapping, farming, wage employment, business, others
  - family-related issues
    - care of Elders and handicapped
    - drug and alcohol abuse
    - family breakdown
    - nutrition
    - others

Cree 20

3.3 Human Relationships

3.3.1 History

Students will demonstrate their knowledge of the history of the Cree-speaking people and their relationship to other groups.

Students will demonstrate an understanding and acceptance of the differences among races and cultures in the history of the Alberta Cree.

To this end, the teacher should choose topics for instruction from the list below.

- traditional relationships in camps
  - roles of camp members
    - hunters and gatherers
    - Elders
    - children and youth
    - specialists: canoe makers, healers, story tellers, societies
  - social conventions
  - forms of recreation
- inter-tribal affiliations
  - territorial hunting grounds
  - alliances, warfare and trade
  - system of communication
  - others
- political/economic issues
  - reserve lands
  - aboriginal land claims
  - treaty rights
  - self-government
  - Metis settlements
  - political bureaucracy
  - others

Cree 30

3.3 Human Relationships

3.3.1 Contemporary Issues

Students will use knowledge of the history of the Cree and knowledge of Native perspectives on man's relationship to man to get a better understanding of contemporary issues affecting Native people.

Students will demonstrate an understanding and acceptance of the differences among races and cultures while dealing with contemporary issues.

To this end, the teacher should choose topics for instruction from the list below.

- societal issues
  - stereotyping
  - urbanization
  - justice/penal system
  - education policies
  - health
  - substance abuse
  - others
- political/economic issues
  - reserve lands
  - aboriginal land claims
  - treaty rights
  - self-government
  - Metis settlements
  - political bureaucracy
  - others

BEST COPY AVAILABLE

Cree Language and Culture General Learner Expectation 3: Culture (cont'd)

Students will demonstrate a knowledge and appreciation of aspects of the Cree culture, its attitudes and values.

Cree 10	Cree 20	Cree 30
• relationships with other Cree speakers and Native people - social gatherings and meetings . wakes and memorials . sports days and rodeos . friendship centres . pow-wows . community feasts . others - social conventions . greeting Elders, waiting to be spoken to by Elders and adults, not walking in front of Elders . sharing in planning and providing for gatherings . gift giving for recognition . use of humour: good and bad - value and importance of gatherings to Cree speakers - others • relationship to institutions in the community - school - police/fire department - church - media/communication - hospital or clinic - entertainment/recreation.	• historical events - introduction of the horse - fur trade and technology - missionaries and Christianity - Metis nation - expansion of the railroad and European settlement - extinction of the buffalo - epidemics - restricted hunting - others - treaties and reservations - others • Native contributions - legends - food - herbal remedies - artists and musicians - arts and crafts - role models - philosophy/ideology/values - others.	3.3.2 Students will demonstrate a willingness to seek and convey the Native perspective independently when dealing with contemporary issues which affect Native people. 3.3.3 Students will demonstrate a willingness to interact with Native people independently and engage in activities which contribute positively to the welfare and image of Native people.